# Some of the more interesting comments on the selection of stories: 9 and 10 March 2016

## Grade One

Comparing *I like to read*, and *My family*: prefer illustrations of the former, but I had to point out the repetition of the phrases. Decided would be possible to read in Term 1 of Grade 1. Love illustrations of former. Critical of mother reading recipe while cooking (because it is dangerous).

*My Teacher*: liked the idea that the teacher was a role model. Loved the pictures – felt they would attract the children.

Rejected *Azizi the Doll* because of the girl specific character of the story.

*Where is my cat?* Liked this very much. Good for teaching position. (But teachers weren’t aware of the double layer in the story carried through the visuals).

Didn’t like *Tom the Banana Seller* – although like the moral of perseverance. Felt the gender issues were too advanced for Grade 1 (!) Mostly were put off by the illustrations – “everybody looks sad.”

Liked *Our day at the Zoo* – not very specific why, except one comment about good relationship with Dad and a comment that some learners are not used to excursions, so the story will help them learn about outings.

*Pendo our Cow* – picture of boy of their age. Also based on their real life. Really liked the illustrations.

*Counting Animals* - Liked the idea of integration of language and maths.

## Grade Two

Hot favourite – *Big Blue Bus* – colours, shapes, opposites.

Interesting discussion about our stories and early science: teachers didn’t like *Locusts* – said the kids wouldn’t relate to it. Had to be persuaded about *The day the sun went away*, but accepted it in the end – good to integrate different learning areas.

Liked *Palesa loves plants*: good because it teaches patience, and is about taking care of things. Also children like to talk to things.

*Hamisi’s Lucky Day*: - about prioritising and focusing (!)

Liked *Kabali and Kateera*, because teaches about saving money.

Liked the Mozambiquan stories – *Tingi* (bravery of the child) and *Elephants and Frogs* (lovely illustrations – you can see the animals) and *Rabbit goes to a party* (funny)

*Crushed louse* – liked it because it teaches that people should learn to appreciate and work hard for what they need. Mustn’t take other people’s possessions.

*Dembe the shopkeeper* – encourages learners to finish school.

*Selemeng’s cats* – the text could confuse the learners.

*Fox and Rooster –* above the level of the learners.

Interesting discussion re *Children of Wax* (led by Tessa, though): doesn’t work for younger kids because it is a coming of age story.

## Intermediate Phase

Top favourite: *The Boy Whom Nobody Loved* – nuance in the isiZulu, not in the English. Every action has a consequence. The importance of listening. Nothing comes easy in life. Importance of showing love to others.

*Searching for the Spirit of Spring*: Liked because could be acted out. About the spirit of love and Ubuntu. Teaches learners humanity.

*Nangila’s courage* – for intermediate phase – liked a lot. Teaches not to undermine others because of their gender. Teaches not to be selfish.

*Rain bird* – could be dramatized. Well sequenced story.

*Mulongo and the Ogre* - good relationships in family.

*Magozwe* – integrates with other subjects. Teaches perseverance.

*Young Palinyang* – Learners will enjoy the singing part. Story can be role played.

*What Vusi’s sister said* – like a poem (lots of repetition). Stimulates learners’ memory. Teaches about the importance of family.

Enjoyed *King Kayanja’s Daughter –* for pre-teens, because can give rise to discussions about whether or not parents should decide whom their children should marry. Also the importance of communication.

*Tselane and the giant*: told at home. Simple to understand and read.

Bottom: *Honeyguide’s Revenge* – words difficult to pronounce; story line unfamiliar.

Also: *Katitu Momambo* – the only thing the kids will like are the songs (if you can give them a note). Too many characters. Confusing. Scary. Title doesn’t suit.

*Mod the Toad*: didn’t like very much, because ‘there are many stories like this – like the Hippo one’. Also just telling the facts – no space to grow.

## Grade Three

*Elders* – Liked this story because of the strong message: do as you would be done by.

*Nonkungu and the imbulu* – good story, but better in the isiZulu - more interesting end.

*Forest of Snakes* – suspense – similar theme to *Guilty Conscience*: you will get found out in the end.

*Goat and Hyena’s Knife* better than *Hen tricks Eagle* – because Goat and Hyena leaves the ending open – more discussion.

*Singing the truth* - more suitable for older kids who are interested in history, although those kids with domestic workers for mothers might be interested. Good for teaching values – respect, appreciation, dedication and responsibility.

*Maguru gives out legs* – could lead to interesting questions like ‘how come the animals were given the number of legs they got?

*Friends become enemies* and *Byantaka* - both are good stories, but have a similar theme of betrayal.

*Rooster and Hare* – interesting because doesn’t have a conclusion.

*Pumpkins?* – a problem because it will encourage children not to eat vegetables. But the theme of listening to the elders is good.

*Disagreement among occupations* – based in reality and promotes love for school. All careers are important.

*Mulongo and the hyenas* – has suspense. Also good to have a girl hero. It also promotes Ubuntu where the hyenas want to share the meal amongst all family members.